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ABSTRACT

The school counselor as a team member has a leading role to play in inservice education of the teaching faculty. The counselor has considerable contact with students and has valuable information on developing a quality inservice education program. Inservice education has the goal of improving the curriculum for students. This paper presents a model of a workshop on inservice education. The first part of the workshop is to have a general session for all participants to determine problem areas to pursue. The workshop then stresses vital problem areas for committees to consider in offering valid solutions. Leadership is needed from the counselor to make certain that each problem area is clearly stated in order that viable solutions can be determined. Once the problem areas are identified, participants decide the committee on which to serve for problem solving. The third part of the workshop is for individual areas of problem solving that participants wish to work on. The guidance counselor can also use faculty meetings for discussing relevant and vital items. To develop successful programs, administrators need to encourage and support professional counselors' endeavors to be consultant educators and inservice training providers. (Contains 10 references.) (JDM)

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Inservice Education and the School Counselor

The school counselor as a team member together with teachers and the school administrator has a leading role to play in inservice education of the teaching faculty. He/she has considerable contact with pupils and has valuable information on developing a quality inservice education program.

Student's problems are often complicated and have multiple origins. For example, poor study habits contribute to academic problems which can bring about emotional and behavioral problems, which further contribute to the deterioration of academic work. Parents may have critical information for problem resolution that is not available to school personnel. Conversely, information that teachers, counselors, or other school personnel share with parents is often needed by parents to assist their child with a difficult situation.

Consultation with school personnel and faculty members allows exploration, and, hopefully remediation of all the factors that have a bearing on the problem. A holistic approach recognizes that children's emotions, cognitions and behaviors are connected, and they must be considered in combination in order to effect lasting change (White and Mullis, 1998).

Inservice education then has as a goal to improve the curriculum for pupils. From what is presently to what makes for a higher quality curriculum is an end result. Thus, the objectives for learner attainment, learning opportunities to achieve objectives, and the evaluation procedures to ascertain what pupils have learned, should change in order to meet personal needs of pupils more so than formerly was the case.

There are numerous models to present for inservice education. I will preset a model that I have observed frequently when visiting public schools a a supervisor of student teachers and cooperating teachers. The theme of the workshop needs to be decided upon as well as the kinds of instructional materials needed for a successful educational experience as a community of learners. Thus audiovisual aids, consultant assistance, and relevant print discourse are necessary to help participants locate necessary information for problem solving purposes.

The first of three levels in the workshop is to have a general session for all participants. It is best if the participants here come form one school building, and perhaps, have no more than twenty-five participants. Free and open discussion should be in evidence to determine problem areas to pursue to arrive at a better curriculum for

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pupils. Guidelines to follow in the discussion should include the following:

1. all stay on the topic being discussed.
2. respect and acceptance of all participants is a must.
3. avoidance of interrupting others during discussions.
4. each person needs to participate.
5. clarification of what is not understood needs additional elaboration.
6. identifying relevant problem areas is a major objective.

With the above five named processes used in the large group session, the outcomes of the workshop should stress vital problem areas for committees to consider in offering valid solutions. I have observed problem areas such as the following identified within a workshop session, when visiting student teachers and cooperating teachers in the public schools:

1. How might committee work be implemented in a classroom, when this approach has not been used previously in teaching?
2. How can pupils be motivated to identify and solve problems in the classroom setting?
3. How may pupils be grouped for instruction so that optimal achievement is in the offing?
4. How can pupils be taught so that state mandated objectives are achieved?
5. How should portfolios be developed and used to appraise learner progress?

The guidance counselor working together within a team, including the school principal and a teacher, need to make certain that each problem area is clearly stated in order that viable solutions may be sought. Leadership is needed within the general session so that participants use the previously named guidelines in the general session in order to arrive at relevant questions that teachers face in teaching.

Once the problem areas have been selected within the general session, participants in the workshop may select which committee to serve on for problem solving. Committee work is the second level of the workshop. Findings from each committee should be shared with others in the workshop setting. The sharing may be done orally at selected intervals as well as through the use of a workshop bulletin. Consultant assistance as well as AV materials and print discourse, directly related to the problem area being pursued, should be available to committees as needed. Leaders and recorders for each committee may be chosen by its members or appointed by the chairperson(s) of the workshop. Effective leaders are needed at all points within the workshop to make

for optimal achievement and maximum satisfaction. Committees that do not function well may lack quality in leadership and purpose. The guidance counselor may assist each committee to perceive its goals clearly and accept reasons for group participation. He/she needs to have materials available for any committee to use to arrive at consensus in offering solutions to the problem being solved (Ediger, 1999, 3-11).

The third level of the workshop is individual endeavors of problem solving that a workshop participant wishes to work on. The problem to be worked on individually is of concern to the involved person. Problems that are of individual concern, that I have noticed when visiting workshops in the public schools, are the following:

1. How might I stress writing across the curriculum?
2. How may I motivate the "at risk" pupil?
3. How can I use collaborative learning to assist individual pupils to achieve more optimally?
4. How should reinforcement techniques be used to motivate and yet not get pupils "hooked" on the reward system?
5. How would portfolio evaluation procedures assist in doing a better job of appraising pupil progress? (Ediger,1999,146-147)

For all general sessions, committee work, and individual endeavors, the guidance counselor needs to help participants stay focused on the purpose of the involved task. In the many workshops I have conducted, the following observations come from evaluation statements completed by participants:

1. the workshop needs to deal with the practical and utilitarian in that teachers do want assistance to do a better job of teaching.
2. participants do not want lecture, but rather achieve what is useful in the classroom setting.
3. talking down to people at a workshop is to be frowned upon.
4. unintended, as well as the obvious putdowns need to be avoided in the general session and in committee work.
5. feelings of equality need to exist between leaders and participants in the workshop.
6. adequate time needs to be provided to try out the new ideas gleaned and report back to the participants in the workshop.
7. selling ideas to participants needs to be avoided.
8. the bandwagon approach needs to be analyzed and critical thinking stressed.
9. good human relations is of utmost importance if the workshop is to have positive results.
10. time needs to be given to reflect upon what has been presented so that meaningful learning occurs (Ediger, 1995, unpublished notes

from workshops conducted).

The guidance counselor needs to be a leader in developing quality workshops which are significant, salient, and developmental for participants. He/she is in a community of learners who study pupil behavior in and outside the classroom. The guidance counselor emphasizes principles of learning from the psychology of education to guide teachers in helping children grow, develop, and achieve. Thus, the guidance counselor stresses the following principles of learning:

1. making learnings interesting to capture and maintain pupil interest.
2. emphasizing meaning theory in learning so that pupils truly understand and comprehend what is being taught.
3. stressing active engagement by pupils so that wholehearted involvement in each learning opportunity is in evidence.
4. advocating proper sequence in pupils learning so that previous learnings provide readiness for the new learning experiences.
5. having pupils reflect upon what has been learned so that each pupil will retain and remember better that which has been achieved.
6. assisting pupils in using metacognition skills whereby each learner intrinsically diagnosis what has/has not been learned.
7. helping teachers to guide pupils to use higher levels of cognition in ongoing lessons and units of study.
8. implementing multiple intelligences theory in the classroom setting.
9. using learning styles in developing and implementing lessons and units of study.
10. making use of constructivism philosophy and portfolio use in evaluating pupil achievement (Ediger, 1995, 25-31).

Faculty Meetings as Inservice Education

Who is better situated than school counselors to lead the charge for helping all students get a fair chance at achieving and acquiring success in the future? Who is better situated to serve as a catalyst for causing the school to see the need to have higher expectations for all students? Counselors have the whole school as their client pool. They have access to critical data about student placements, academic success and failure of all students, and course-taking actions.They know which teachers are seen as ineffective by students and administrators and are in a position to provide consultation and staff development for teachers in need of assistance. They are in touch with parents and they can easily access community resources (House and Martin, 1998).

Faculty meetings too often are perceived as stressing the routine

and the mundane. There is much room for improvement in conducting faculty meetings. Here, the guidance counselor can assist in bringing in relevant and vital items for discussion by faculty members. These items need to help teachers to improve instruction. I have visited with numerous guidance counselors on ways of improving the quality of faculty meetings. I have also helped evaluate many faculty meetings in order to bring more participant satisfaction and accomplishment from attending each meeting.

I have written in my observation notes of what teachers and support staff desire from faculty meetings. These items include the following:

1. teaching suggestions I can use in my classroom.
2. things that are valuable to help pupils achieve more optimally.
3. practical ideas on developing better discipline in my classroom.
4. helping pupils be more respectful of each other.
5. having a caring classroom learning climate.
6. motivating pupils in wanting to learn.
7. developing good citizenship behavior.
8. assisting pupils to appraise their very own progress.
9. using teacher/pupil planning of the curriculum.
10. guiding pupils to work well collaboratively as well as individually (See Ediger, 1995, 119-141).

The above wants of teachers from faculty meetings indicate that the routine and mundane should be handled through bulletins or e-mail messages. An agenda should be worked out, prior to the faculty meeting so that participants have time to think about possible solutions to a problem area being considered. Management of time and sequence of thinking is salient. What is salient will take deliberation, time, and effort in problem solving. Committees may work collaboratively on a problem of their choosing. Each of those listed above need clarification and analyzation so that problems are specific and solvable. The guidance counselor can be very instrumental in working with teachers to share and solve problem areas. Organization skills of the guidance counselor come into play here. As much as possible, individual problems need to be discussed, analyzed, synthesized for problem solving at the faculty meeting. However, it will take more time than what is available at faculty meetings to consider each item listed above of what teachers want from faculty meetings. No doubt, some of these enumerated problem areas can be combined, such as items one and two. The guidance counselor can discuss with individual or several teachers solutions to problems areas. He/she may suggest/duplicate readings from educational writings and give these to teachers for possible solutions to a problem (Ediger, 1996, 247-250.

To develop successful programs, administrator should encourage

and support professional counselors' endeavors to be consultant educators, and inservice training providers. Some school districts have already used their professional school counselors in staff development and/or implemented teacher/advisor programs in their schools. Other districts need to realize the effect professional school counselors can have on the school environment (Ediger, 1996, 26-31).

Administrators' support of school counselor's programs of helping teachers develop skills and programs to interact with students is essential. The concept of sharing counselors is not new, but it has not been used as it could be. Teacher/advisor programs could include peer counselor programs with students and parents education programs to share parenting skills. Skills used with communication in the classroom work at home as well. Counselor's have valuable skills that are often untapped (Kern, 1999).

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